



Maine Educational Assessments (MEA)

For Mathematics and English Language Arts/Literacy

eMPower™ME (Grades 3-8)

Accessibility Guide 2015-16 (updated 3/3/16)

Tools / Supports / Accommodations

March 2016

Maine Educational Assessment for Mathematics and English Language Arts/Literacy Grades 3-8 eMPower™ ME Tools, Supports & Accommodations

Introduction

Universal tools are available to all students for all items, unless designated as item specific. All support(s) and accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level, with teams having variances in decision-making capacities. All decisions regarding the use of supports and accommodations must be made on an individual student basis. Supports and accommodations must be consistent with the student's normal routine during instruction and assessment.

Accommodations do not alter what the test measures or the comparability of results. When used properly, accommodations remove the barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills.

Scrap/scratch paper may be made available to all students during testing sessions. NO pre-authored aids such as templates, graphic organizers, reference sheets, multiplication tables, etc. are allowed.

Terminology & Definitions

Accommodations = Changes in procedures or materials that increase equitable access during assessment for students for whom there is a documentation of the need on an Individualized Education Program/Plan (IEP) or 504 Plan.

Embedded = Computer delivered features that are a constructed part of the test delivery platform system.

Non-Embedded = Provisions outside of the computer-based test administration system. This may include the provision of an outside person or thing, change in setting or time.

Read-Aloud = For students with documented (IEP/504 only) reading-related disabilities, or students who are blind/visually impaired and do not have adequate braille skills, text is Read-Aloud to the student via a (non-embedded) human-reader. Read-Aloud should be consistent with the student's normal routine during instruction and assessments. Read-Aloud content should be provided for specific text as outlined in Table 1 on page 9.

Scribe = Students with documented (IEP/504) dysgraphia difficulties may dictate answers to a scribe in an individual setting. Human scribe records verbatim what a student dictates,

and must give the student an opportunity to review scribed text. If scribe is an approved accommodation in a student's IEP/504 plan, a scribe is allowed for the extended writing response/essay. Scribed text must be entered into the online testing platform – no paper submissions accepted.

Supports = In addition to IEP/504 documentation, support(s) may be provided as determined on an individual basis by a team such as Response to Intervention (RtI) and/or Student Assistance Team, and are consistent with the student's normal routine during instruction. Provision of supports does not alter the construct of any test item.

'Team' (other than IEP/504) = Local authoritative teams such as Response to Intervention (RtI) and or Student Assistance Teams.

Text-To-Speech (TTS) = For students with documented (IEP/504 only) reading-related disabilities, or students who are blind/visually impaired and do not have adequate braille skills, text is Read-Aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction and assessment. Headphones/earbuds are necessary unless tested individually in a separate setting. TTS is only available for specific text outlined in Table 1 on page 9.

Universal Tool = Functions that are available to all students for all items, including some that are designated as item specific tools.

Embedded Universal Tools – Available to All

Students testing within the MEA kiosk will have access to a number of tools as described in the table below. These tools are available on all supported testing devices. Universal tools are available to all students for all items, unless designated as item specific tools.

Tool	Description	All Items?
Ruler	The vector-based, partially translucent ruler is rotatable, draggable and resizable by the student.	item specific
Protractor	The vector-based, partially translucent protractor is rotatable, draggable and resizable by the student.	item specific
Calculators	Two calculator modes are available: 1) Basic, and 2) Scientific. <ul style="list-style-type: none"> The Basic calculator will be available for students Grades 3-6 taking the Mathematics test. The Scientific calculator will be available for students Grades 7-8 taking the Mathematics tests. 	item specific
Sketch and Highlight	The sketch pad provides the following functionalities: <ul style="list-style-type: none"> Sketch or draw using black, red or blue brushes Highlight using a semi-transparent yellow highlighter brush Erase drawings and highlighting using the eraser brush. 	Yes
Notepad	A notepad is provided for students to write different notes for different items, meaning it uniquely persists per item. The notepad is resizable, draggable, and displays a timestamp for when its contents were last modified.	Yes
Notepad Details: <ul style="list-style-type: none"> The notepad is retained per item. If the student writes notes on Item 1, navigates to Item 2, returns to Item 1, notes will still be there. Notes on passages are not viewable for all items pertaining to the passage. They will only appear for the item that they were written on. Notes remain if a test is paused. Notes are NOT retained if a student submits a test session and then has state-approved reactivation. 		
Answer Masking	The student “crosses out” possible answer choices (for multiple choice items only).	Yes
Guideline Tool	The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen. This can be moved anywhere within the item.	Yes
Jump To Item	Student can access list of item numbers in a session and jump to a specific item number.	Yes
Customizable exhibit window	Students are able to resize reference sheets that may be available for specific items in a session.	Yes

Tool	Description	All Items?
Formatting Tools	Students are able to cut, copy, paste, undo, redo, bold, italicize, underline.	Yes
Bookmark/Star Item	Student can bookmark or star ☆ an item as a reminder to return.	Yes
Embedded Tools/Accommodations Available/Enabled for All		
The following features (accommodations) are pre-set default for all students as ON/ENABLED tools. They require a student action to activate the feature – e.g. Reverse Contrast enabled does not automatically set the screen as black with white letters, it simply gives the student the ability to switch back and forth. Likewise, Custom Masking and Zoom require a student action to activate the feature.		
Custom Masking*	Provides the ability to mask certain parts of the test interface or question.	Yes
Zoom*	Students can magnify the entire screen up to 150 percent. This is a full vector zoom of the entire screen. Text can be enlarged in 5 increments: 100%, 112%, 125%, 137%, 150%.	Yes
Reverse Contrast*	Inverts all color values in the user interface.	Yes
* Denotes a feature that will be automatically enabled for all students. If Universal Tools are disabled, these three tools remain ON/enabled.		

Non-Embedded Universal Tool Available to All

Tool	Description
Scrap/Scratch Paper	<p>Scrap/scratch paper available to students during testing sessions. NO pre-authored aids such as templates, graphic organizers, reference sheets, multiplication tables, etc.</p> <p>Scrap/Scratch Paper Protocol: Following the conclusion of each test session, it is the School Test Coordinator's (STC) responsibility to ensure that all scratch paper is collected, inventoried, and immediately shredded to maintain test security.</p>

Accommodations & Supports Enabled in System by DAC/ITC/STC (Documentation: IEP / 504 / Rtl / SAT)

Approved users will assign accommodations to students within the Administration component. Accommodations are entered and edited via the Student Profile by the District Assessment Coordinator (DAC), IT Coordinator (ITC) or the School Test Coordinator (STC) users.

Embedded Accommodations Requiring IEP/504 Documentation

The following Accommodations are determined by an appropriate team, documented in an IEP and/or 504 Plan, and enabled in the testing system by a School Test Coordinator or District Assessment Coordinator. Embedded accommodations will be available to students testing using the MEA kiosk.

Accommodation	Description
**Text-to-Speech (TTS) (IEP/504 documented)	Students can play, pause, or stop audio. Items support default and on-demand load playback orders. Text-to-Speech is assigned by content area and designated allowable text (directions vs. test questions, vs. answer choices vs. passages). **See Table 1 page 9 which outlines allowable text. <i>NOTE: Speed of TTS is not adjustable. Voice Pac is the voice set as the default on the device the student is using for testing. See Client Installation Guide.</i> <ul style="list-style-type: none">• Text-to-Speech Math• Text-to-Speech ELA
Color Contrast (IEP/504 documented)	Students have the ability to choose a text and background color from a set of 12 predefined color combinations.

Embedded Supports Requiring ‘Team’ Documentation (e.g. Response to Intervention (Rtl) Team, Student Assistance Team)

Support	Description
Turn off partial universal tools (team documented)	Selecting this accommodation will turn off the sketch and highlight tool, the guideline tool, and the answer masking tool. Selecting this will not turn off Custom Masking, Zoom, Reverse Contrast.

Accommodations & Supports (cont.)

Enabled in System by DAC/ITC/STC

(Documentation: IEP / 504 / RtI / SAT)

Non-Embedded Accommodations – IEP/504 Documentation

Users will assign accommodations to students within the Administration component however these accommodations require persons/things outside of the testing platform. The following Accommodations are determined by the appropriate educational team, documented in an IEP and/or 504 Plan, and must be provided in the testing environment/session by a School Test Coordinator and/or Test Administrator.

Accommodation	Description
Scribe (IEP/504 documented)	The student may dictate answers to scribe in an individual setting. Human scribe records verbatim what a student dictates, and must give the student an opportunity to review scribed text. If scribe is an approved accommodation in a student's IEP/504 plan, a scribe is allowed for the extended writing response/essay. Scribed text must be entered into the online testing platform – no paper submissions accepted.
**Read-Aloud (IEP/504 documented)	Text is Read-Aloud to student by Test Administrator human reader as documented in the IEP/504 plan. Read-Aloud is restricted to designated content areas and text within item. **See Table 1 page 9 which outlines allowable text.
**American Sign Language (IEP/504 documented)	Trained personnel may use sign language to administer the test for deaf or hearing impaired students as documented in the IEP/504 plan. **Sign language may only be used for content selected to match availability for Text-To-Speech. See Table 1 page 9 which outlines allowable text.
Braille (IEP/504 documented)	Assessment provided via paper in the braille code (UEB, UEB with Nemeth and/or EBAE/Nemeth) in which the student is most proficient as documented in the IEP/504 plan.

Non-Embedded Supports Requiring ‘Team’ Documentation (e.g. Response to Intervention (RtI) Team, Student Assistance, Language Acquisition Team)

Users will assign supports to students within the Administration component however these accommodations require persons/things outside of the testing platform. The following supports are determined by the appropriate educational team, documented in an RtI, SAT Plan **and/or Language Acquisition Plan (updated 3/3/16)**, and must be provided in the testing environment/session by a School Test Coordinator and/or Test Administrator.

Support	Description
Distraction Reduction (team documented)	As documented in the support plan (e.g. study carrel, noise buffer, etc.)
Alternative/Assistive Aids & Devices (team documented)	Visual, auditory and communication supports or aids used regularly for instruction as documented in the support plan.
External Calculator (for calculator-allowable items/sections ONLY) (team documented)	Non-embedded calculator for students needing a special calculator such as large display or talking calculator unavailable within the assessment platform. USE IN CALCULATOR ALLOWABLE ITEMS/SECTIONS ONLY.
Color Overlays (team documented)	Students may use personal color overlays to place on the computer screen if the 12 embedded Color Contrasts do not meet the student's needs.
Individual Separate Setting (team documented)	Individual test setting to minimize distractions for students whose test is administered out of the classroom as documented in the support plan.
Small Group Separate Setting (team documented)	Small group testing to minimize distractions for students whose test is administered out of the classroom as documented in the support plan.
Extended Time (team documented)	Extended time beyond standard administration testing schedule. Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the week on which it is administered.
Breaks (team documented)	Multiple or frequent breaks for attention, distractibility, physical and/or medical conditions as documented in the support plan.
Bilingual Word Translation (Language Acquisition Team)	MATHEMATICS ONLY: Word-to-word translation dictionary with NO definitions as determined by <u>Language Acquisition Committee/Team</u> for English learners (ELs).

****Text-To-Speech / Read-Aloud / American Sign Language Specifications Requiring IEP/504 Documentation**

**The following chart outlines the components of grade-level, content-level, and specific text that will be accessed within the test platform system by students who have IEP/504 documented approval for Text-To-Speech (TTS). The same chart guidelines should follow for non-embedded accommodations documented by IEP/504 with approval for a human reader (Read-Aloud) and an interpreter (Sign Language). TTS and/or Read-Aloud must be made available to all students who are blind/visually impaired who do not have braille reading skills.

Table 1

TTS/Read-Aloud/ASL			
Content Area	Item	Gr. 3-5	Gr. 6-8
ELA/Reading #1&2	Test Directions	Yes	Yes
ELA/Reading #1&2	Test Questions	No	No
ELA/Reading #1&2	Answer Choices	No	No
ELA/Reading #1&2	Reading Passages	No	No
Math #1&2	Test Directions	Yes	Yes
Math #1&2	Test Questions	Yes	Yes
Math #1&2	Answer Choices	Yes	Yes
Math #1&2	Passages	Yes	Yes
Writing #1&2	Test Directions	Yes	Yes
Writing #1&2	Test Questions	No	No
Writing #1&2	Answer Choices	No	No
Writing/ Reading # 3	Passages + Essay	No	No

****Text-To-Speech / Read-Aloud / American Sign Language Specifications**
Requiring IEP/504 Documentation
Text that CAN and CANNOT be read

Reading Example

Practice Test

Directions

You will now read two related passages and answer the questions that follow. Some of these questions will ask you to compare the two passages.

YES
Directions

Selection 1 Pioneering in the Ozarks

by William Anderson

- 1 Early on the morning of July 17, 1894, Laura and Manly and Rose said good-bye to Pa and Ma and Mary and Carrie and Grace. They left De Smet in a covered wagon and headed south.
- 2 For a month the Wilders drove through South Dakota, Nebraska, and Kansas. Each night they camped in a new spot, and Laura cooked over a campfire. She told Rose they were on one long

NO
Passage

Read Passage 2. Then answer the questions that follow.

YES
Directions

Laura Ingalls Wilder, her husband, Almanzo, and their daughter, Rose, journeyed West during the summer of 1894. They were to begin a new life growing apples. They decided to settle in a place called Mansfield, Missouri. Mansfield was called "The Gem City of the Ozarks," and "The Land of the Big Red Apple."

NO
Passage

Selection 2 On the Way Home *by Laura Ingalls Wilder*

August 22

- 1 A good start at 7:15 and this morning we are driving through pretty country. Crops look good. Oats are running 30 to 60 bushels to the acre, wheat from 10 to 30. All the wood you want can be had for the hauling and coal is delivered at the house for \$1.25 a ton. Land is worth from

NO
Passage

1. In **Selection 1**, how does Rose feel about leaving Rocky Ridge Farm?

- A She thinks life will be easier in the city.
- B She is excited to live in a place with more people and jobs.
- C She is worried about moving far away from the farm.
- D She hopes her parents will take care of the farm while she is away.

NO
Question

NO
Answers

Writing Example

Sample Items

Directions

Read the passage. Then answer the questions that follow.

YES
Directions

Gray Wolves

1. Gray wolves are large, dog-like animals. 2. They have long, bushy tails, and their bodies are covered in thick fur. 3. Their fur is usually a mix of gray and brown colors. 4. Just because they are all called gray wolves, some have coats that are all black, brown, or white.

5. Most gray wolves live in North America and Asia. 6. They usually travels together in packs of six to ten wolves. 7. A wolf pack is usually made up of a mother and a father, their young pups, and the pups' older brothers and sisters. 8. Gray wolves are also called timber wolves.

NO
Passage

1. How should the underlined word in sentence 2 be changed?

- A NO CHANGE
- B bodes
- C bodys
- D bodees

NO
Question

NO
Answers

Math Example

Use the information below to answer questions 5 and 6.

YES
Directions

Look at this problem.

Samira went jogging on Saturday. She ran a total of 8.5 miles in 1.75 hours. Samira burned a total of 1,050 calories while jogging. Assume that she burned the same number of calories each hour while jogging.

Lucas also went jogging. He ran a total of 10 miles in 2.25 hours.

At what rate, in calories per hour, did Samira burn calories while jogging?

YES
Passage

5. Which values from the given information are needed to answer the problem?

- A 10 and 2.25
- B 1.75 and 8.5
- C 1.75 and 1,050
- D 2.25 and 1,050

YES
Answers

YES
Question